



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Wells Elementary School

SAU: Wells-Ogunquit CSD

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2010-2011 NCLB Report Card



School: Wells Elementary School
SAU: Wells-Ogunquit CSD
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	96	96	100	77	77	65	5	72	21	2	96	0
	2009-2010	101	99	98	86	86	73	20	66	10	4	99	0
Female	2008-2009	55	55	100	76	76	70	9	67	22	2		
	2009-2010	50	50	100	90	90	76	28	62	6	4		
Male	2008-2009	41	41	100	78	78	60	0	78	20	2		
	2009-2010	51	49	96	82	82	69	12	69	14	4		
Caucasian/White	2008-2009	93	93	100	77	77	66	5	72	20	2		
	2009-2010	98	96	98	85	85	74	21	65	10	4		
African American/Black	2008-2009	1	1	100			42						
	2009-2010	1	1	100			46						
Hispanic	2008-2009	1	1	100			51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	2	2	100			71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	21	21	100	52	52	53	0	52	38	10		
	2009-2010	26	25	96	76	76	62	8	68	12	12		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	13	13	100	31	31	36	0	31	54	15		
	2009-2010	14	12	86	33	33	38	8	25	42	25		
Limited English Proficient	2008-2009	1	1	100			40						
	2009-2010	2	2	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Wells Elementary School
SAU: Wells-Ogunquit CSD
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	123	123	100	78	78	71	12	66	19	3	122	1
	2009-2010	99	98	99	79	79	67	21	57	14	7	97	1
Female	2008-2009	64	64	100	83	83	75	20	63	14	3		
	2009-2010	54	53	98	83	83	71	23	60	8	9		
Male	2008-2009	59	59	100	73	73	67	3	69	24	3		
	2009-2010	45	45	100	73	73	63	20	53	22	4		
Caucasian/White	2008-2009	119	119	100	79	79	71	13	66	18	3		
	2009-2010	95	94	99	79	79	68	22	56	14	7		
African American/Black	2008-2009	3	3	100			53						
	2009-2010	1	1	100			43						
Hispanic	2008-2009	0	0				66						
	2009-2010	1	1	100			59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	2	2	100			71						
American Indian or Native Alaskan	2008-2009	1	1	100			60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	23	23	100	61	61	60	0	61	39	0		
	2009-2010	24	24	100	54	54	56	8	46	33	13		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	27	27	100	44	44	43	4	41	41	15		
	2009-2010	17	17	100	35	35	34	6	29	35	29		
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	2	2	100			46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Wells Elementary School
SAU: Wells-Ogunquit CSD
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	96	96	100	83	83	70	34	49	13	4	96	0
	2009-2010	101	98	97	84	84	62	23	60	13	3	98	0
Female	2008-2009	55	55	100	82	82	68	25	56	16	2		
	2009-2010	50	49	98	86	86	61	18	67	10	4		
Male	2008-2009	41	41	100	85	85	71	46	39	7	7		
	2009-2010	51	49	96	82	82	63	29	53	16	2		
Caucasian/White	2008-2009	93	93	100	84	84	71	34	49	13	3		
	2009-2010	98	95	97	84	84	63	24	60	13	3		
African American/Black	2008-2009	1	1	100			45						
	2009-2010	1	1	100			31						
Hispanic	2008-2009	1	1	100			50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	2	2	100			65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	21	21	100	67	67	58	14	52	14	19		
	2009-2010	26	24	92	67	67	50	17	50	29	4		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	13	13	100	54	54	46	8	46	15	31		
	2009-2010	14	12	86	58	58	33	33	25	25	17		
Limited English Proficient	2008-2009	1	1	100			46						
	2009-2010	2	2	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	123	123	100	84	84	66	27	57	11	5	122	1
	2009-2010	99	98	99	81	81	62	32	49	13	6	97	1
Female	2008-2009	64	64	100	83	83	66	31	52	13	5		
	2009-2010	54	53	98	75	75	62	26	49	17	8		
Male	2008-2009	59	59	100	85	85	67	22	63	10	5		
	2009-2010	45	45	100	87	87	63	38	49	9	4		
Caucasian/White	2008-2009	119	119	100	83	83	67	28	55	12	5		
	2009-2010	95	94	99	82	82	63	32	50	13	5		
African American/Black	2008-2009	3	3	100			46						
	2009-2010	1	1	100			36						
Hispanic	2008-2009	0	0				61						
	2009-2010	1	1	100			45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	2	2	100			65						
American Indian or Native Alaskan	2008-2009	1	1	100			59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	23	23	100	74	74	54	13	61	22	4		
	2009-2010	24	24	100	63	63	50	13	50	17	21		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	27	27	100	59	59	41	11	48	19	22		
	2009-2010	17	17	100	47	47	36	12	35	24	29		
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	2	2	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Wells Elementary School
SAU: Wells-Ogunquit CSD
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99 100	99 99	84	84 84	71 69	98	99 100	99 99	81	81 79	63 61	95	95	95
Caucasian/White	99	99 100	99 99	84	84 85	71 69	98	99 100	99 99	81	81 80	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	98	99 100	99 99	72	72 68	60 56	96	97 100	99 99	63	63 59	50 47			
Students with Disabilities	*	98 100	97 98	40	40 34	36 28	*	98 100	97 98	43	43 26	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	5	18	1	4	1

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.08

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>